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ABSTRACT

Since 1948 when the first two male students were admitted to the previously all female Boston State College, the status, number and percentage of women at the college has declined considerably both in student and faculty ratios. Hiring and promotion practices at BSC have been such that a clear pattern of discriminatory practices against women can now be established, a condition that is clearly in discord with federal legislation. This study compares the salary and rank status of women faculty at BSC to that of men. The comparison is made on the basis of such factors as academic qualifications, tenure status, length of service at BSC, and rank. It was found that in almost all cases the findings are unfavorable to women. This has led to the inescapable conclusion that, in all these analyses, the significant factor explaining the discrepancies is sex. (HS)

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REPORT

On the Status of Women Faculty

at Boston State College

March, 1972

Prepared by the ad hoc Committee on the

Status of Women Faculty at BSC

HE004072

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errata
addendum to "Report on the Status of Women Faculty at Boston State College"

p.6 add English Department 50% women 52 faculty, 26 men, 26 women; mean, women-$12,092.70; mean-men, $13,883.50; Discrepancy, M-W, $1,787.80. median salary, women-$11,636.30; median salary men, $13,167.70; discrepancy M-W, $1,531.40.

percentage of women in math department - 28%

p. 12 line one, should read "Median" instead of "mean"

p. 14 doctorate discrepancy M-W 2,810.60
Tenured faculty median/men $15,763.20

p. 17 1962 mean/women $16,367.87
1958 mean/men 17,773.60
1954 mean women $16,883.10, men $18,351.45

p.20 1956 women professors $13,783.20

p.22 Physics 5 senior appointments, 5 men

p. 35 17% increase for Professor R
17% mean increase for women

(ACE omitted in text)

Introduction

"It is the policy of the Board of . stees of State Colleges that, in matters of college admission and the . ployment of professional and non-professional personnel and all other personnel matters in the state colleges, individuals will be evaluated on their merits without respect to their race, color, creed, national origin, age or sex, as prescribed in applicable federal and state law."

Boston State College Faculty Handbook, p. 12.

It has long been believed by both men and women faculty at Boston State College that, while glaring inequities in salary and rank have been quite evident in individual cases, no clear pattern of discrimination against women as a class exists. Several things have contributed to this illusion of equality. The school's origins as a teacher-training institution with an all-female student body and a predominantly female faculty suggested that women would form a higher percentage of the faculty and that they would be more heavily represented at the higher ranks than at schools which had originally been all-male. An idiosyncratic hiring, salary and promotion pattern based on political beliefs, personal connections, and the lack of a clear salary scale discriminated against many individuals, both male and female, and served to further obscure inequities according to sex. Finally, the very presence of numbers of women in the halls and in the offices indicated to those who had studied at such male-oriented institutions as Harvard or Boston College that women at BSC must be doing very well indeed. The purpose of the following report is to dispel this illusion.

History

Until September 1948 the Teacher's College of the City of Boston was a women's college. That year President Looney, acting unilaterally without approval from the Superintendent of Schools or the School Committee, admitted two men as transfer students. What was an exception soon became the rule; the present percentages of men and women in the student body are 51.7% men and 48.3% women respectively.

In July 1952, when the state took over the college, women comprised over sixty percent of the faculty; today thirty percent of the faculty are women. (The average percentage of women faculty in four-year undergraduate schools in this country is thirty-five percent.)[1] The shift to such an unfavorable ratio of women to men must reflect a strongly male-oriented hiring policy over these years. In the case of department chairmen alone, of the eight women who held chairmanships in 1952, five were replaced by men, while only two were replaced by women. One woman has retained her position as chairman since 1952. At present there are six women and thirteen men serving as department chairmen. The erosion of women-held chairmanships from sixty-two percent to thirty-one percent is comparable to that in faculty positions as a whole and is reflective of the same discriminatory policy.

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[1] See Ruth M. Oltman, Campus 1970. Where do Women Stand? Research Report of a Survey on Women in Academe, Washington, American Association of University Women, December 1970.

While the change in sexual composition of the faculty from 1952 to 1972 offers clear evidence of a discriminatory hiring policy, the nature of salary discrimination has been less clear. New appointees, both male and female, when confronted with an apparently non-negotiable salary offer, have accepted it, only to find later that only the roughest salary guidelines exist, that vagaries in political patronage or in yearly budgets cause even those guidelines to be ignored, and that a lock-step system of percentage merit increases insures that those who start low remain low. The secrecy that surrounds the whole question of salaries adds to the problem. By the time an individual finds out where he or she falls in the general salary pattern, it is too late, for there is no mechanism to assure correction of such inequities. This too has worked against women more than men, as the following data will show, and the fact that a clear pattern of salary discrimination against women emerges despite the many idiosyncracies is even stronger evidence that it has been a matter of policy. However, the evidence and the proposals which we offer here for equalization of women's salaries with those of men should be considered as only a first step towards rectifying the many injustices in these matters at BSC and towards establishing a clear salary scale and merit increase policy which will insure fair and equal treatment for everyone.

It must be emphasized that discrimination on the basis of sex is illegal. Acknowledgement of inequities is not enough; action must be taken to rectify them.

Data Analysis

This study compares the salary and rank status of women faculty at BSC to that of men. The data used were provided to us by the Boston State College Faculty Federation, American Federation of Teachers, whose cooperation we wish to acknowledge, and reflect information current to December 25, 1971. We have had to assume that the data are substantially correct and that the conclusions based on them are valid, barring errors in our own calculations.

We did not have available to us information of experience of faculty members prior to appointment at BSC. However, the factor of prior experience is not a decisive one in assessing rank and salary at Boston State. At the college, experience is not used consistently in determining pay and status. For example, some faculty members are given credit in rank and/or salary for prior teaching experience on the high school level while others are not. In some cases, credit toward rank and/or salary is granted for part-time teaching while in graduate school. Some have been awarded credit for non-teaching related experience while others have not. In addition, there are factors of importance in promotion and salary such as teaching performance, scholarship, community activites and service to school about which we also lack information. However, in dealing with such large numbers as the faculty population at BSC, it does not seem reasonable to assume that men have more prior experience and perform better than women.

What we have done in this report is make a comparison of men and women faculty on the basis of such factors as academic qualifications,

tenure status, length of service at BSC and rank; in almost all cases our findings have been unfavorable to women. This has led us to the inescapable conclusion that, in all these analyses, the significant factor explaining the discrepancies is sex. What follows is a detailed report of our calculations and their results.

Population and Salary

Although women represent thirty percent of the teachers at the college, they are not evenly distributed by departments, but clustered in a few. There are only six departments in the school where women represent more than thirty percent of the members. (Table 1) Of these six (English, Foreign Languages, Music, Elementary Education, Women's Physical Education and Sociology), only Sociology represents a field where teaching has not traditionally been dominated by women. Sixty-two of ninety-seven women faculty members are in these first five departments; that is, sixty-four percent of the women faculty are employed in what has been traditionally regarded as "women's work". Only thirty-five women, or eleven percent of the total faculty, teach in subjects at BSC other than those traditionally associated with women.

Men's Physical Education excepted, there are two departments at the school that have no full-time women faculty members.[1] Chemistry

[1] Afro-American Studies, which has applied for but not yet been granted departmental status, has two full-time men, one man and one woman with dual appointments, one man and one woman with part-time appointments.

TABLE I

Mean and Median Salaries of Male and Female Faculty at Boston State College
by departments December, 1971

Department	% of Women	No. of full-time faculty Total	Women	Men	Mean Salary Women	Men	Discrepancy M-W	Median Salary Women	Men	Discrepancy M-W
Afro-American Stud.	0	3	0	3	----	15,025.40	----	----	15,363.40	----
Art	23	13	3	10	10,252.66	15,620.28	5,367.62	9,672.00	13,621.40	3,949.40
Biology	30	20	6	14	13,468.43	13,898.48	430.05	12,985.70	13,504.40	518.70
Chemistry	0	9	0	9	----	16,201.46	----	----	16,510.00	----
Economics	25	4	1	3	13,166.40	11,613.33	-1,553.07	13,166.40	11,011.00	-2,155.40
English	50	52	26	26	12,072.76	13,555.56	1,482.80	11,636.80	13,167.20	1,530.40
Foreign Languages	54	13	7	6	13,009.29	14,983.80	1,974.51	12,802.40	13,808.60	1,006.20
Geography	14	14	2	12	9,764.30	12,060.32	2,296.02	9,764.30	11,011.00	1,246.70
History	9	42	4	38	13,468.45	13,870.63	401.98	12,929.80	14,076.40	1,146.60
Mathematics	28	28	8	20	11,696.10	14,213.68	2,517.58	10,507.90	15,305.50	2,797.60
Music	44	9	4	5	15,329.60	14,341.60	-988.00	14,327.30	13,169.00	-1,158.30
Philosophy	10	10	1	9	12,225.20	11,370.08	-855.82	12,225.20	10,561.20	-1,164.70
Physics	15	13	2	11	11,235.90	13,928.85	2,762.95	11,235.40	14,076.40	2,840.50
Physical Ed. (Women)	100	11	11	0	13,146.36	----	----	12,422.80	----	-----
Physical Ed. (Men)	0	9	0	9	----	13,280.77	----	----	13,369.20	----
Political Science	10	10	1	9	12,360.40	13,513.64	1,153.24	12,360.40	13,360.20	1,008.80
Psychology	15	20	3	17	13,423.80	17,068.20	3,644.40	14,076.40	17,690.40	3,614.00
Sociology	44	9	4	5	11,351.60	10,880.56	-471.04	10,901.60	10,316.80	-584.80
Elementary Ed.	70	20	14	6	14,583.90	15,642.47	1,058.57	13,722.80	13,722.80	----
Secondary Ed.	0	10	0	10	-----	16,147.82	----	----	16,432.00	----
TOTALS and OVERALL	30	320	97	223	12,816.04	14,227.07	1,411.03	12,695.80	14,076.40	1,380.60

has nine men and no women; Secondary Education has ten men and no women. The case of Secondary Education would appear to show a particularly blatant situation of bias against women in hiring. It cannot be said that there are no qualified women available in this field. In 1967-68, seventeen percent of the doctorates and forty percent of the master's degrees earned in secondary education in this country were awarded to women.[1] Women with doctorates have applied to the department, been turned down, and subsequently been hired by other departments at BSC. In light of the fact that seventy percent of the faculty in Elementary Education are women, it seems particularly surprising that Secondary Education has no female faculty members. In chemistry, in 1967-67, women earned forty-four percent of the master's degrees and nine percent of the Ph.D.'s awarded.[2] (Sixty-six percent of the Chemistry faculty presently do not hold the Ph.D.). While Chemistry has nine men and no women, Physics has two women in a department of thirteen, although figures on doctorates indicate that it should be four times harder to find a woman Ph.D. in physics than in chemistry.[3] Certainly in the Boston area where there is abundant production of Ph.D's in all fields, these departments could find qualified women to hire.

History, the second largest department in the school, has only four women out of a total of forty-two full-time faculty members, with

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[1] United States Department of Health, Education and Welfare, Office of Education, Earned Degrees Conferred: 1967-68. Washington, 1969.

[2] Ibid.

[3] While nine percent of all Ph.D's recently awarded in chemistry went to women, only 2.1 percent of the Ph.D's awarded in physics were earned by women. Ibid.

women representing only nine percent of the department's faculty. In the last two years, when there has been substantial production of women Ph.D.'s in history from Boston-area schools, along with a drastic tightening of the job market for historians, History's all-male recruitment committee hired five men and no women.

Thus, although women represent thirty percent of the faculty at BSC, they are distributed unevenly through the school. Aside from those departments traditionally associated with women, only Sociology has women represented in numbers (44%) at all approaching the proportion of women in the general population. The mal-distribution of women by departments would seem to give prima facie evidence of bias in hiring of women.

Salary Analysis by Departments

Examining mean salaries of faculty members at BSC by sex and department, there are only four departments where the mean salaries for women are greater than those for men. While the figures vary, the same pattern holds true for median[1] salaries by sex and department. Of the remaining sixteen departments, four have no women, one has no men (Women's Physical Education) and eleven pay men faculty higher mean and median salaries than women.

The largest salary discrepancy occurs in the Art department where the mean salary for men is $5,367.62 more than the mean salary for women

[1]The mean is the arithmetic average; the median is the middle value in a set of numbers arranged in order of magnitude.

in the department. The median difference is nearly $4000 in favor of men. Here all the men are in the upper three ranks; all the women are non-tenured Instructors. In the past the Art department has employed other women at the Instructor ranks who were later terminated. In this department there appears to be a pattern of hiring women at low salary and low rank, while reserving tenured positions in the upper ranks exclusively for men.

English, the largest department in the school, has an equal faculty population of men and women. Despite the equality in numbers, the women in the English department are paid substantially less than the men. The mean salary of women in the English department is $1,787.80 below that of men, while the median salary is $1,531.40 below that of men.

Other departments where there is a particularly large discrepancy between the salaries of men and women are Geography, where the average salary for men is $2,296.02 above that of women; Mathematics, with a men's average of $2,517.58 above that of women; Physics, with men's salaries $2,762.92 more than those of women on the average, and Psychology, with the mean for men $3,628.07 more than for the women in the department.

Even in those departments that have the largest number of women in the upper ranks (Elementary Education, History, English, Foreign Languages, and Women's Physical Education), women's salaries do not compare favorably with those of men. In the Elementary Education department, where women hold seventy percent of the teaching jobs in the department and fifty-six percent of the upper rank positions, one might expect women's salaries to be higher than those of men. Yet the mean salaries for men in the

department are $1,058.57 above those of women, while the median salaries are equivalent. In the History department, the mean salary for the women in $401.98 below that of men, while the median is $1,146.60 below that of men, despite the fact that women are represented in all four ranks. The discrepancy in the English department has already been examined. In Foreign Languages, with a relatively equitable distribution of men and women between the upper ranks and lower ranks, and a population of seven women and six men, the mean salary for women is still $1.974.51 below that of men in the department. Comparing the salaries of the Women's Physical Education department with the Men's Physical Education department, we find that the median salary for Women's Physical Education faculty is $946.40 below that of men, while the mean is about $150 below that of men, the latter reflecting the generally longer record of service of women faculty in Physical Education compared to men. However, these salary comparisons do not take into account the fact that men are remunerated for their coaching duties above base salary from a $19,000 coaching fund, while the entire year's budget for women's athletics is $15,000, of which coaching salaries comprise only a small fraction. This reflects gross disparities in athletic funds allocated to men and women at the school.

The three departments in the school with the highest mean salaries as of December 25, 1971 are Psychology ($16,493.01), Secondary Education ($16,147.82) and Chemistry ($16,201.46). It is interesting to note that two of these departments have no women faculty members. In the third, the mean salary for men is $17,068.20, $3,644.20 more than the

mean for women in the department. As will be seen, the disparity in men's and women's salaries increased with the recent merit increase.

The exceptions to the rule of salary differentials by department favoring men are Economics, Music, Philosophy and Sociology. Three of these are departments with no Full Professors, and two involve cases where there is only one woman in the department. In the latter instances, there is either a lone female Ph.D. in the upper ranks, or a lone woman Ph.D. with large numbers of men in the two lower ranks. Economics is chaired by a woman, but her salary is the lowest salary paid to a department head in the school, over $6000 below the average for men. Despite the fact that the Chairwoman of Music, a Full Professor with a doctorate, has the longest tenure of any department chairman or faculty member at BSC, several male department heads receive salaries nearly $3000 above hers.

In even these four exceptions, however, the ten women in the departments have an average salary $1000 less than the overall college average for faculty. From Table 1 it can be seen that these four departments are among the departments with the lowest average salaries at the school. It is clear that the exceptionality is due more to an absence of highly paid men in these departments than to the presence of well-paid women.

Salaries for the School as a Whole

Looking at the mean and median salary figures for the school as a

whole, average pay for men exceeds that of women by $1,411.03. The median figure represents a men to women discrepancy of $1380.60. Thus, the average male faculty member can expect to receive salary $1400 above that of his female counterpart.

Department Chairmen's Salaries

Women hold six of nineteen department chairmanships (Table 2), or thirty-one percent of the positions. At first glance this appears reasonable in proportion to the percentage of women faculty in the college at large (30%). However, two of the women chair small departments in existence at the college two years or less. In terms of degree qualifications, women department heads have a higher rate of educational achievement than men department chairmen, with sixty-seven percent of the women having earned doctorates compared to fifty-four percent of the men. The salaries of women department chairmen do not compare favorably with those of men chairmen. The mean salary for women chairmen is $2,264.22 below that of men.

TABLE 2

Department Chairmen	Number of Women	Number of Men	Mean Salaries of Women	Men	Discrepancy Men - Women
	6	13	$17,214.16	$19,478.38	$2,264.22

Mean and Median Salaries by Degree Status

The figures for mean and median salaries of faculty members by degree status (Table 3) again show that in each category men are paid more than women. Women with master's degrees earn mean salaries of $948.31 less than men with master's degrees. Men who have at least thirty credits beyond a master's degree earn $589.14 on the mean more than women with similar graduate work. The largest gap is at the doctorate level, where the mean salary for men faculty members at Boston State College is $2390.60 above that of women. The differentials are even greater using the median salary scales by degree status. Here men earn $1082.90 more than women on the master's level, $1203.80 more than women on the M.A. plus thirty credits level, and $2810.60 more than women on the doctorate level. It is ironic that the mean salary for women with doctorates is less than the mean salary for men at the master's degree plus thirty credits level.

Mean and Median Salaries by Tenure Status

The same pattern observed in comparing men's and women's salaries by degrees earned is repeated in comparing the salaries of men and women by tenure status (Table 4). Both the mean and median salaries of tenured men are above those of tenured women. Men also earn more than women in the non-tenured positions. The largest differentials are in

TABLE 3

Mean and Median Salaries by Degree Status

DEGREE	Number of Women	Number of Men	Mean Salary Women	Mean Salary Men	Discrepancy M-W
Masters	22	55	10,987.25	11,935.56	948.31
Masters plus 30 credits	40	80	13,112.14	13,701.28	589.14
Doctorate	35	88	13,420.91	15,781.81	2,360.90 ~~1810.60~~

DEGREE	Median Salary Women	Median Salary Men	Discrepancy M-W
Masters	10,337.90	11,460.80	1,082.80
Masters plus 30 credits	12,802.40	14,006.20	1,203.80
Doctorate	12,753.00	15,063.60	2,310.60

TABLE 4

Mean and Median Salaries by Tenure Status

Tenure Status	Number of Women	Number of Men	Mean Salary Women	Mean Salary Men	Men-Women Discrepancy
Non-tenured	49	90	10,962.52	11,673.47	746.95
Tenured	48	133	14,616.16	15,611.00	1,000.84

	Median Salary Women	Median Salary Men	Men-Women Discrepancy
Non-tenured	10,717.20	11,064.30	347.10
Tenured	13,637.00	~~11,763.80~~ 15,763.10	2,126.80

the tenured positions where the mean salary for tenured men is $1000.84 more than that for tenured women, with the median for tenured men $2,126.80 more than that for tenured women.

Mean Salaries by Rank

Women are also in an unfavorable position with regard to salaries earned in upper and lower ranks. At the lower ranks of Instructor and Assistant Professor, women earn $437.90 less than men on the average. The discrepancy increases to $602.48 at the upper level ranks of Associate and Full Professor.

TABLE 5

Mean Salaries by Rank

Rank	Number of		Mean Salary of		Discrepancy
	Women	Men	Women	Men	Men-Women
Upper Level (Professor, Assoc. Professor)	23	102	16,728.40	17,166.30	437.90
Lower Level (Asst. Professor, Instructor)	74	121	11,147.73	11,750.21	602.48

Persistence of Salary Inequities

It has been maintained by some observers that there does exist salary discrimination against women faculty at BSC, but this is an anachronism, reflecting policies of past administrations. However, if we look at salary discrimination from an historical perspective, we can see that despite changes in presidents at BSC, existence of Executive Orders and civil rights legislation, making discrimination against women illegal, things have not improved at Boston State.

The general pattern of women receiving lower salaries than men holds true for women recently hired as well as those with long tenure at the college. (Table 6) In the eighteen years of hiring for which comparisons of present salaries of men and women can be made, women are currently paid less than male counterparts hired in fifteen of those years. This same situation holds true when broken down further by current rank and year hired (Table 7). When we analyze length of tenure and rank, we find that of the twenty-nine instances where comparisons can be made, the current salary differential is against women twenty-four times.

It is interesting to note the lowest paid category of faculty by rank and year hired. The lowest current mean salaries are paid to women Instructors hired in 1969 ($8992.88, at $1,315.56 less than the mean for men Instructors hired that year). The second lowest category is not, as one might assume logically, men Instructors hired in 1969, but women Instructors hired in 1970 ($9,218.80 mean salary). The third lowest paid category is women Instructors hired in 1971 ($9,362.60 mean salary). Thus women Instructors hired in 1969, 1970, and 1971 all earn lower mean salaries than men regardless of year hired.

TABLE 6

Current Mean Salaries (December 25, 1971) of Faculty at BSC by Sex and Year Hired

Year Hired	Number of Women	Number of Men	Mean Salaries of Women	Mean Salaries of Men	Discrepancy M-W
1971	8	24	10,567.95	12,319.97	1,752.02
1970	11	21	10,453.86	11,914.41	740.50
1969	13	11	10,714.00	13,158.10	2,444.10
1968	12	22	11,883.73	13,095.03	1,211,30
1967	7	20	12,555.40	14,173.39	1,617.99
1966	7	27	12,501.57	13,819.63	1,318.06
1965	8	29	12,564.10	14.765.65	2,201.55
1964	7	16	13,520.75	14,562.50	1,041.75
1963	2	6	12,278.50	14,985.07	2,706.57
1962	3	10	16,367.87	15,635.26	- 732.61
1961	1	1	12,695.80	14,814.80	2,119.00
1960	0	1	------	13,169.00	-----
1959	0	1	------	16,510.00	-----
1958	3	7	13,785.20	17,773.60	3,988.40
1957	2	7	16,558.10	19,510.40	2,952.30
1956	5	11	17,479.80	16,831.90	- 647.90
1955	2	0	16,933.10	------	-----
1954	2	1	16,883.10	18,351.45	1,468.35
1953	1	3	17,256.10	18,205.20	949.00
1952	1	3	17,256.20	19,110.99	1,854.79
1951	1	1	18,098.60	18,098.60	-----
1949	1	0	19,494.80	------	-----

Rank

Studies made of the status of women faculty at American colleges have found a consistent pattern of discrimination against women in promotion.[1] Women spend many more years in each rank than men do, although there is no discrepancy between their qualifications and those of male faculty members. Women remain in rank gaining increments while men are promoted to the higher rank. Evidence shows that this national pattern is repeated at Boston State College.

Full Professors and Ph.D's

Comparison of the Full Professors (all of whom have doctorates) presently at BSC, for example, shows that the eight women have served over ten years on the average before being promoted, while the thirty-five men holding this rank were promoted after less than five years service. Furthermore, ALL the female Professors were hired before 1965 (See Table 7) while only half the male Full Professors were hired that long ago, and still the average female Full Professor's salary is nearly $1700 less than the average male Professor's ($18,282.88 for women; $19,950.62 for men).

Of faculty hired after 1962, only one woman has been promoted to the rank of Full Professor, while eighteen men achieved the rank in this period. Thus women currently account for less than one-fifth of the Associate and Full Professors (Table 9), while they have always made up more than one-fourth of the total faculty: women have been one-third the total, except for 1966-1968 when they were 27-30%.

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[1] Betty Chmaj, Academic Women and American Studies, Pittsburgh, 1971, 6.

TABLE 7
Mean Salaries as of December, 1971 of Men and Women Faculty by Current Rank and Year Hired

Year Hired	Instructor Rank: Number of W	Number of M	Mean Salaries Women	Mean Salaries Men	Discrepancy M-W	Assistant Professor Rank: Number of W	Number of M	Mean Salaries Women	Mean Salaries Men	Discrepancy M-W
1971	5	11	9,362.60	9,887.27	525.67	1	7	12,810.00	12,259.00	-551.20
1970	7	11	9,218.80	9,623.07	404.27	3	8	10,923.47	12,136.54	1,213.07
1969	5	5	8,992.88	10,308.44	1,315.56	6	3	10,698.90	11,393.40	708.50
1968	6	4	10,780.90	9,732.45	-1,048.45	5	15	13,044.72	13,439.17	394.45
1967	1	0	10,298.60	----	----	4	12	12,164.75	12,694.30	530.55
1966	0	3	----	11,485.07	----	7	12	12,501.57	12,382.15	-119.42
1965	2	4	11,853.40	11,965.85	112.45	6	11	12,806.00	12,869.45	63.45
1964	2	1	12,078.30	12,695.80	617.80	4	6	13,681.20	13,763.13	81.83
1963	0	1	----	12,695.80	----	2	1	12,278.50	14,076.40	1,797.90
1962	1	1	12,422.80	12,695.80	273.00	0	1	----	12,802.40	----
1961	1	0	12,695.80	----	----	0	0	----	----	----
1960	0	0	----	----	----	0	1	----	13,169.00	----
1959	0	0	----	----	----	0	0	----	----	----
1958	0	0	----	----	----	3	0	13,780.20	----	----
1957	1	0	15,017.60	----	----	0	0	----	----	----
1956	0	1	----	12,422.80	----	0	2	----	15,351.70	
1955	0	0	----	----	----	1	0	15,017.60	----	----
1954	0	0	----	----	----	0	0	----	----	----
1953	0	0	------	----	----	0	0	----	----	----
1952	0	0	----	----	----	0	0	----	----	----
1951	0	0	----	----	----	0	0	----	----	----
1949	0	0	----	----	----	0	0	----	----	----

Table 7, continued

Mean Salaries as of December, 1971 of Men and Women Faculty by Current Rank and Year Hired

Year Hired	Associate Professor Rank					Professor Rank				
	Number of		Mean Salaries of		Discrepancy	Number of		Mean Salaries of		Discrepancy
	W	M	Women	Men	M-W	W	M	Women	Men	M-W
1971	2	5	12,460.50	16,023.80	3,563.30	0	1	----	20,987.20	----
1970	1	2	17,690.40	16,068.40	-1,622.00	0	0	----	----	----
1969	2	2	15,089.10	13,358.20	269.10	0	1	----	28,582.20	----
1968	1	2	12,695.80	15,215.20	2,519.40	0	1	----	18,582.20	----
1967	2	5	14,465.10	15,108.08	642.98	0	3	----	18,531.93	----
1966	0	9	----	13,655.44	----	0	4	----	19,917.95	----
1965	0	8	----	15,361.80	----	0	6	----	19,313.67	----
1964	0	8	----	15,230.73	----	1	1	15,763.80	15,901.60	137.80
1963	0	3	----	15,013.20	----	0	1	----	18,098.60	----
1962	0	7	----	15,432.85	----	2	1	18,340.40	22,820.40	4,479.80
1961	0	1	----	14,814.80	----	0	0	----	----	----
1960	0	0	----	----	----	0	0	----	----	----
1959	0	1	----	16,510.00	----	0	0	----	----	----
1958	0	4	----	16,618.55	----	0	3	----	19,313.67	----
1957	0	3	----	16,510.00	----	1	4	18,098.60	21,760.70	3,662.10
1956	3	2	16,640.87	16,579.55	-61.32	2	4	18,737.20	19,521.45	783.25
1955	0	0	----	----	----	1	0	18,748.60	----	----
1954	2	1	16,883.10	18,444.40	1,561.30	0	2	----	18,285.50	----
1953	1	1	17,256.20	18,098.60	840.40	0	2	----	18,285.20	----
1952	1	1	17,256.20	17,256.20	-0-	0	1	----	22,820.50	----
1951	1	1	18,098.60	18,098.60	-0-	0	0	----	----	----
1949	0	0	----	----	----	1	0	19,494.80	----	----

To suggest that a real professional difference between men and women accounts for this disparity is to ask for too great a coincidence. In fact, given the well-known figures for population of women faculty at high-prestige universities and colleges which almost completely exclude women from their ranks, the population available to the state and community colleges of well qualified women is actually enhanced, compared to the available male population.

Rank Population by Departments

Analyzing the senior ranks by Department (Table 8), there are nine Departments (45% of the total) with no women in senior positions. Only five departments, including Women's Physical Education, have more than one token woman in the upper ranks. Four are these in fields traditionally dominated by women (Women's Physical Education, English, Foreign Languages, and Elementary Education). The remaining Department with more than one woman holding a senior appointment is History, which has two women in the upper levels, comprising 8.3% of the faculty in the Department.

Overall Population Analysis

Full time faculty at BSC presently number 223 men and 97 women. Figure 1 shows the number of men and the number of women employed in any year who are presently at BSC. The faculty as a whole grew very

TABLE 8

Number and Percentage of Men and Women Holding Senior Appointments (Associate Professor, Professor), by Department

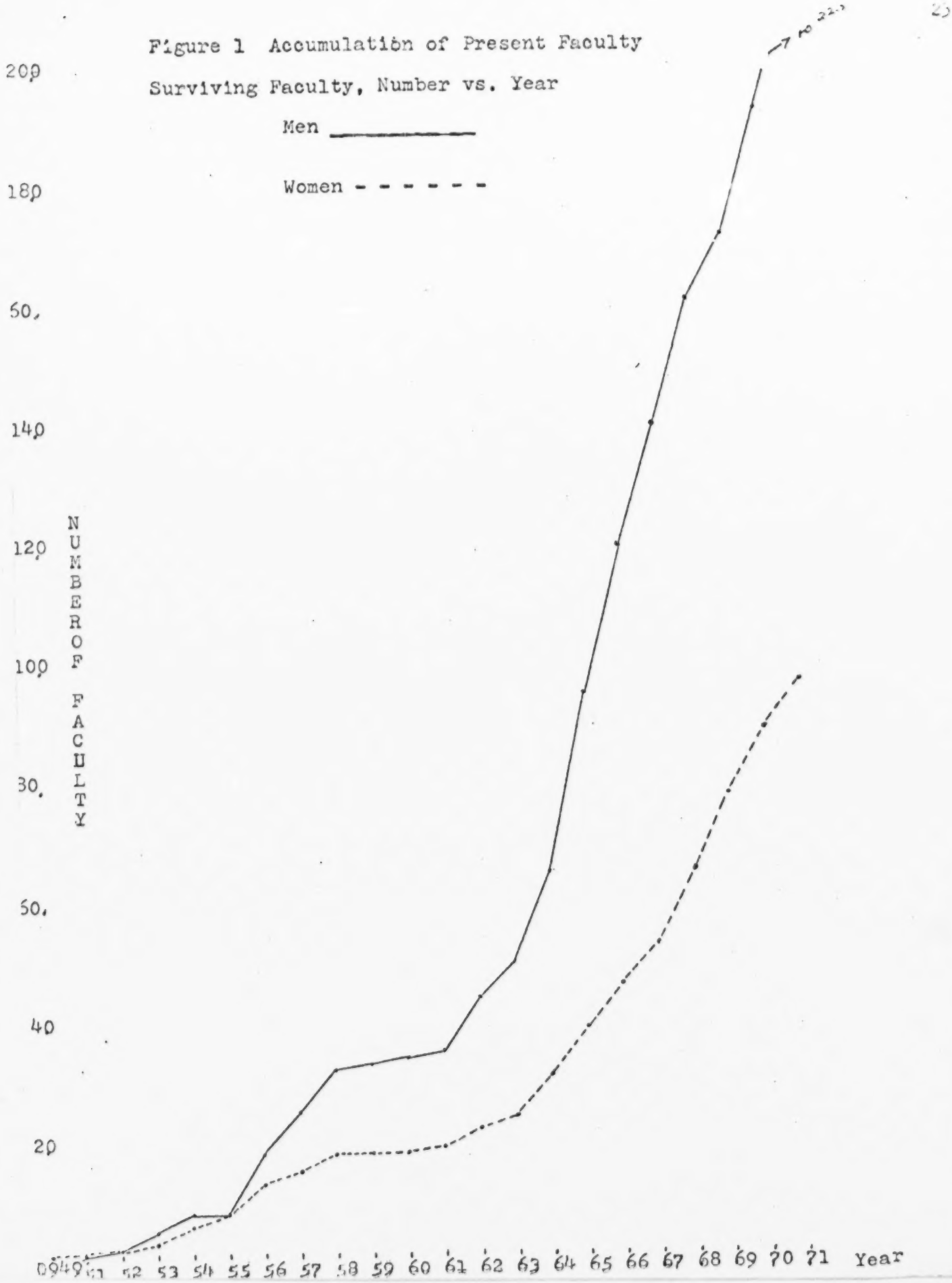
Department	Total	No. Men	No. Women	% Men	% Women
Afro-American	2	2	0	100	0
Art	5	5	0	100	0
Biology	8	7	1	87.5	12.5
Chemistry	6	6	0	100	0
Economics	2	1	1	50	50
Elementary Education	9	4	5	44.5	55.5
English	12	9	3	75	25
Foreign Languages	6	3	3	50	50
Geography	3	3	0	100	0
History	22	20	2	91.7	8.3
Mathematics	8	7	1	87.5	12.5
Music	3	2	1	67.7	33.3
Philosophy	1	1	0	100	0
Physics	5	5	0	100	0
Physical Ed. (Men)	2	2	0	100	0
Physical Ed. (Women)	4	0	4	0	100
Political Science	3	3	0	100	0
Psychology	14	13	1	92.9	7.1
Secondary Ed.	8	8	0	100	0
Sociology	1	0	1	0	100

Figure 1 Accumulation of Present Faculty

Surviving Faculty, Number vs. Year

Men _____

Women - - - - - -



little until 1961; less than one-fifth of the present faculty had been hired by that time. A small growth occurred after that, but the real growth started in 1963. From that year on, the rate of increase of men faculty was 20.7 per year; for women the rate was 7.62 until 1967, 9.96 since 1967. As absolute rates, these numbers do not necessarily imply a change in the relative number of men and women on the faculty over the time involved. These two rates of increase merely serve to perpetuate a fairly constant ratio of males to females on the faculty. With these data on seniority, however, one can make significant comparisons with other personnel data. Tenure figures of 49.5% for women faculty and 59.5% for men are consistent with the fact that a somewhat larger fraction of the women are recently hired. (44.5% of women were hired since 1967, while 36% of the men were hired in this period). This consistency in no way implies a non-discriminatory hiring policy; merely that all faculty here beyond five years have tenure.

On the other hand, the relative population of men and women in the various faculty ranks differs considerably from that expected from the seniority data. While 46% of men are Associate or Full Professors, only 23.6% of the women are in the upper ranks. Indeed, as shown in Table 9 , the bottleneck for women is at the Assistant-Associate junction where the female numbers drop by two-thirds; the male population dropping only slightly. This is a surprising result since, in most institutions of higher education, the tenure-nontenure ratio is practically the same as the upper-lower rank population ratio. Using this rule of thumb, with a tenure to non-tenure ratio of roughly fifty-fifty for women (See Table 4 for tenure figures), one would expect an equivalent distribution of

women between the upper and lower ranks. However, at Boston State College, 76.4% of the women are in the lower ranks. Thus, on the basis of their tenure numbers, with a standard expecation of an equivalent tenure-non-tenure/upper ranks ratio, women are underrepresented in the upper ranks by 26.4%. The great disparity in the relative population of the academic ranks with 76.4% of women in lower ranks as opposed to 54.4% of men, exceeds considerably the relative seniority the male faculty have over the female. The possibility that the males are, as a rule, better qualified than the women and so with the same length of service should be far more often in the upper ranks is denied by the distribution of academic credentials shown in Table 10.. Table 10 shows the distribution of academic credentials to be similar for men and women so that, taken together with the tenure-nontenure data and the seniority distribution, only outside experience and other professional assets can account for the extreme disparity in academic rank population. It is noted here that promotions and salary determinations reflect wide discretionary judgment, while awarding of tenure is narrowly prescribed for both sexes at particular levels of seniority and credentials, which are both objective measures. This discretionary element in salary determination results in an overall salary differential in favor of men at <u>all</u> levels of rank as well as the academic rank differential cited above, while the seniority, tenure and credentials data are quite consistent with the population figures. It is certainly possible that all men on the average have better professional records and more experience than all the women on the average, but it would indeed be a coincidence that

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TABLE 9

Number and Percentage of Faculty by Sex and Rank

Rank	Total In Rank	No. Women	No. Men	% Women in Rank	% Men in Rank
Instructor	72	30	42	31	18.9
Assistant Professor	123	44	79	45.4	35.5
Associate Professor	82	15	67	15.5	30.1
Professor	43	8	35	8.25	15.7
Total	320	97	223		

Women as % of total faculty: 30 %

Men as % of total faculty: 70

TABLE 10

Degree Qualifications of Men and Women Faculty

Sex	Percent with Masters	Percent with Masters + 30	Percent with Doctors
Women	22.7%	41.2%	36.1%
Men	24.7%	35.9%	39.4%

the overqualification of men should be manifested only in discretionary matters of rank and salary and not in credentials and present tenure status or seniority.

Thus, we have seen that over three-fourths of women faculty members are clustered in lower ranks. As the ratio of men to women faculty has remained fairly constant since the major growth period of post-1960, it cannot be said that women cluster in the lower ranks because they are new to the college. On the basis of educational qualifications, it has been seen that women are no less qualified than men. This condition at BSC reflects a situation which has been found to be a general pattern at American colleges. Women are not promoted in proportion to their years of service, numbers or qualifications. This phenomenon of women clustered in the lower ranks also leads us to examine the ranks at which faculty have recently been hired.

Recently Hired Faculty

There is a large effect in these data due to accumulation of past inequities and a somewhat informal personnel policy in years past. More recently, a more formal procedure for evaluation and other personnel matters has come into practice. To see what effect has been wrought on "new hires", we note that in the two years, 1970 and 1971, a total of nineteen women and 45 men were hired (full time, see Table 6). Of the women, twelve were Ph.D's, seven were not; of the men, twenty had Ph.D's, twenty-five did not. Thus, 63% of the women, but fewer than

half of the men (44.4%) had doctorates. Of these, seven female Ph.D's were hired as Instructors, three as Assistant Professors and two as Associates, but of the more numerous male Ph.D's only four were hired as Instructors, eight as Assistant Professors, seven as Associates and one as Full. Of the non-Ph.D's, seven women were hired as Instructors, one as an Assistant Professor, but seventeen men without Ph.D's were hired as Instructors, while five were made Assistant Professors. This tendency to hire men into the higher rank (only one-fifth of the male Ph.D's were Instructors, almost three-fifths of the female Ph.D's; of the non-Ph.D's almost one-third of the men were Assistant Professors, but only one out of seven women were) naturally is reflected in salary differentials; the group hired in 1970 has a pay differential of $740 favoring men; the 1971 figure is $1,752. The reason these figures are so different is that in 1970 there were seven female Ph.D's and 8 male Ph.D's hired, but four female non-Ph.D's and twelve male non-Ph.D's, so that this very large number of non-Ph.D's among the men would depress the mean of male pay.

Table 11

Degree Status of Faculty Hired in 1971

Sex	No. Hired	% Ph.D.	% M.A.+30	%M.A.
Men	24	50%	12.5%	37.5%
Women	8	62.5%	12.5%	25%

Table 11 shows that in faculty hired in 1971, there was a tendency to hire men with less qualifications than women. 37.5% of the men hired in 1971 had only the master's degree, while only 25% of the women

were hired at this level. 62.5% of the women hired in this year held doctorates, while only 50% of the men hired in this year had earned this degree. Clearly, this is a small sample from which to draw conclusions. However, it does indicate a trend that, to be hired in this tight job market situation, women generally must be more qualified than men.

An interesting study has been done which confirms the tendency to hire men at higher levels than women, despite equal qualifications. Department Chairmen were sent personal data and professional qualifications of hypothetical candidates for jobs; the Chairmen were asked to evaluate them and indicate at what level the candidate should be offered a position. The same descriptions were sent to one group with female first names, to the other group, with male first names. It was generally found that the modal level of job offer for women was Assistant Professor, while for men it was Associate Professor. The study supported the hypothesis that Departments discriminate in hiring on the basis of sex.[1]

Part-time Teaching

It is particularly instructive to look at the matter of part-time employment at Boston State. Many women desire part-time teaching jobs during the years they have heavy family responsibilities. Despite this, only one of the eight part-time faculty in the day college at Boston State

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[1] L.S. Fidell, Empirical verification of sex discrimination in hiring practices in psychology, American Psychologist, 1970, 24, 1094-1098.

is a woman. Although she is an Assistant Professor, her computed full-time rate of salary is $408.39 below the mean of the computed full-time rate of salary of part-time male Instructors (Table 12). In addition if we compare the six male part-time Instructors (using their computed full-time salary rate) hired in 1971 with full-time female Instructors hired the same year, we again find that the males are paid at a higher rate, a discrepancy of $1,033.15 (Table 13).

It is said that part-time course rates are higher than the per course rate for full-time Instructors, because it is necessary to attract people to do part-time work. However, there are numerous women who would willingly fill part-time positions, even at salaries equivalent to regular pay rates. They have not been hired at BSC, where part-time work in the day college has been given almost exclusively to men.

Table 12

Part-time faculty, Day College December, 1971

Sex	Number	Date Appointed	Rate of Pay Computed full-time	Rank	Degree
Women	1	8/30/70	10,298.60	Assist. Prof.	MA + 30
Men	7	8/29/71	11,938.80	Instructor	Ph.D.
		8/29/71	9,040.20	Instructor	B.A.
		8/29/71	9,984.00	Instructor	Ph.D.
		8/29/71	10,038.60	Instructor	Masters
		8/29/71	9,334.80	Instructor	Masters
		8/29/71	11,918.00	Instructor	Masters
		8/31/69	12,695.80	Instructor	Masters

Table 13

Mean Rates of pay for part-time male instructors hired 8/29/71 and full-time female instructors hired 8/29/71 (salaries computed to full-time).

Sex	Number	Rank	Status	Mean Salary	Discrepancy M-W
Women	5	Instructor	full-time	9,354.60	1,033.15
Men	6	Instructor	part-time	10,375.75	

In-Depth Study of One Department

The full-time faculty of the Psychology department at BSC are a highly paid, very well educated, experienced group of professionals (see Table 14). In many ways the Psychology department has served as a model for other aspiring departments within the College. For this reason, the rank, salaries, and working conditions of women in the Psychology department are worth examining in some depth.

Psychology faculty have the highest average salary as a department within the College. As of January, 1972, their average salary of $17,482 is $3,216 above the average salary of faculty in all departments of the College ($14,266).

Fifteen out of the twenty active members of the Psychology department have their doctorates (10 Ph.D degrees and 5 Ed.D degrees). One member holds both a Ph.D degree and an M.D. degree. None of the remaining five members has less than 48 credits beyond the master's level.

Salary

Three of the twenty members of the department are women. Though the academic ranks, educational backgrounds, and previous professional experiences of these women vary, one thing they all have in common is lower salaries than the average salary for men in the department. For each of the three sets of figures on salary presented in Table 15 below, the mean salary for women is substantially lower (20-21%) than the mean salary for men in the Psychology department.

TABLE IV INFORMATION ON THE RANK, SALARY, AND WORKING CONDITIONS OF MEMBERS OF THE PSYCHOLOGY DEPARTMENT (FALL, 1969 - SPRING, 1972)

Name	Salary 1/70	Salary 9/71	Salary 1/72	Amount and Per Cent Increase (1/70-1/72)	Amount and Per Cent Increase (9/71-1/72)	Comments	Highest Degree Earned	Number of Years Previous College Level Teaching	Number of Years at BSC	Starting Rank at BSC	# of yrs. with that Rank	Promotions	Tenure	Previous Experience Counted When Hired &/or Promoted at BSC	Comments	Course Load (Fall, 1969 - Spring, 1972) Fall 1969	Spring 1970	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Reduced Teaching Loads	Tape Off	Comments
BUTHOUX	12,636	14,076	15,017	2,381 19%	941 6.6%		PhD	3.5	6TH	ASSISTANT	3	To ASSOCIATE — 8/5/69 (3rd YR)	YES			3 COURSES (6 DE/WK)	4	4	4 (3 DE/WK)	4	4	3 courses — 1 term	4 de/wk (1 term)	
CALMAS	12,168	14,461	15,293	3,125 26%	832 5.7%		PhD-1965	None	7TH	INSTRUCTOR	1	To ASSISTANT — 1968 (3 YRS) To ASSOCIATE — 8/71 (7TH YR)	YES		Prior clinical experience (4 years)	4	4	4	4	4	4	Never	None	
COLGAN	--	18,582	18,582	--	000		PhD + 12 credits	1 yr. part-time-Univ	1ST	ASSOCIATE	1ST	———	NO	He says this was counted in rank/salary when hired.	Prior experience in guidance-Counselor P.S.	———	———	———	———	4 (4 DE/WK) ①	4 (4 DE/WK) ②	Never	None ③	
CONNERS	20,124	22,820	24,840	4,716 23%	2020 8.8%		EdD	None	11TH (1ST)	PROFESSOR	6TH	———	YES		Many yrs. prior experience in Ia. Harvest Corps	1 ① (3 DE/WK)	2	2 (3 DE/WK)	2	2 (3 DE/WK)	3 (3 DE/WK)	1 course = 1 term 2 courses= 4 terms	3 de/wk (3 terms)	
CRISTIANI	18,336	21,091	22,300	3,964 22%	1209 5.7%		EdD	None	6TH	PROFESSOR	6TH	———	YES		Prior experience in Administration at BC.	4	4	3	4	3	4 (4 DE/WK)	3 courses = 2 terms	4 de/wk (1 term)	
FISHKIN	--	11,918	11,918	--	000		PhD-9/71	given cred. for 2-yrs. part-time	1ST	INSTRUCTOR	1ST	———	NO		Taught part-time while graduate student.	———	———	———	———	4 ② (4 DE/WK)	4 ② (4 DE/WK)	Never	None ③	
GILBERT	18,336	20,454	21,873	3,537 19%	1419 6.9%		PhD-1953	4	6TH	PROFESSOR	6TH	———	YES	He feels it's not appropriate to count previous nonteaching experience here.	Previous experience teaching in Catholic school	4	4	4	4	4	4	Never	None	
GODEN	11,508	12,002	13,468	2,030 18%	666 5.2%		BSN + 40 credits	None	10TH	INSTRUCTOR	5	To ASSISTANT — 9/67 (5TH YR)	YES			4	3	4	4	4	4	3 courses = 1 term	None	
GOODALE	12,096	14,461	15,293	2,397 19%	832 5.7%		PhD-1967	None	7TH	INSTRUCTOR	2	To ASSISTANT — 1967 (3RD YR.)	YES			4	3	5	3 ③	3 (3 CREDIT run 1 TERM)	3	3 courses = 3 terms	None	No dept. policy to have reduced load for 1st courses.
HAUGHEY	10,824	20,907	22,260	5,436	1353		PhD	None	7TH	ASSOCIATE	2	To PROF. — 8/67 (5TH YR.)	YES	No comp outside work counted when hired in rank/salary.	15 yrs. previous work in Dept. of Corrections.	4	3 (CREDIT run 2 TERMS)	4	3 (CREDIT run 1 TERM)	3 (CREDIT run 1 TERM) ④	3 (CREDIT run 1 TERM)	Never	None	
KOCH	16,120	18,748	19,991	3,871 24%	1,243 6.6%		EdD	None	5TH	ASSOCIATE	4	To PROF. — 8/71 (2ND YR.)	YES			3 (3 DE/WK)	4	4	4	4	4	3 courses = 1 term	4 de/wk (1 term)	
KOSTICK	18,336	20,454	21,873	3,537 19%	1,419 6.9%		EdD		2ND	ASSOCIATE	3	To PROF. — 8/56 (16TH YR.)	YES			2 (3 DE/WK)	1	2 (3 DE/WK)	?	3	1	1 course = 1 term 2 courses= 2 terms 3 courses=1 term	3 de/wk (2-2 terms)	
POLES ②	15,548	17,256	18,358	2,810 18%	1,102 6.3%		2 Masters Degrees + 24 cr.	6	4TH	ASSISTANT	9	To ASSOCIATE — 1965 (7TH YR.)	YES		Had administrative assignment (less from 1964-70)	1 + Comm Activities	1 + Comm Activities	4	4	4	4	Never	None	
SHAPIRO	15,808	17,690	18,748 ⑤	2,940 19%	1,058 5.9%		EdD + 70 cr.	None	4TH	ASSISTANT	6	To ASSOCIATE — 1964 (5TH YR.)	YES		Doing comparable (i.e. to teaching) work in private sch.	3 (4 DE/WK)	3	3	3	3	3	3 courses=6 terms	4 de/wk (1 term)	
SOUTA ②	12,324	14,096	14,861	2,017 16%	765 5.5%		PhD + 8 cr. + 1 yr. psych-med	2	4TH	ASSISTANT	4TH	NONE	NO		1971 Evaluation Com. refused to count teaching experience while in graduate school	4	4	5	4	5	3 ⑥	Never	None	Never reimburses for overload (in this or E. 77th
SOLIN	11,232	12,360	13,166	1,934 17%	806 6.5%		A.M.& cert + 60 cr.	None	6TH	INSTRUCTOR	2	To ASSISTANT — 9/68 (4TH YR.)	YES			4	4	4	3	4	4	3 courses = 1 term	4 de/wk (1 term)	
STOCKEY	16,276	18,748	19,991	3,715 23%	1,243 6.6%		PhD M.D.		5TH (2ND)	ASSOCIATE	1½	To PROF. — 9/68 (4TH YR.)	YES	Yes		3 (3 DE/WK)	2 + Comm run 1 TERM	3 (3 DE/WK)	2 + Comm run 1 TERM	2 + Comm run 1 TERM	2 (2 DE/WK)	3 courses=6 terms	3 de/wk (2 terms) 4 de/wk (1 term)	Actually carries one course overload 9/72.
WHITE ②	8,000	8,958	9,516	1,516 12%	558 6.4%		M.A. + 48 cr.	None	3RD	INSTRUCTOR	3RD	None	NO			4	4	4	4	4 (4 DE/WK) ⑦	4	Never	None ③	
DOLECK	12,168	14,461	15,293	3,125 26%	832 5.7%		PhD-1970	2 yrs.-jr. college	7TH	INSTRUCTOR	5	To ASSISTANT — 9/68 (2 YRS) To ASSOCIATE — 8/70 (2ND YR.)	YES	says 3 yrs. teaching counts toward rank/salary when hired at BSC.	Promotion to Assistant delayed 1 yr. course of administrative training at BSC.	4	3	3	3	3	3	3 courses=1 term	None	No dept. policy to have reduced load with 1st courses.
YOUNG	13,416	15,763	17,022	3,606 27%	1,259 7.9%		EdN	None	8TH	ASSISTANT	6	To ASSOCIATE — 8/70 (2ND YR.)	YES			4	4	4 (4 DE/WK)	3	3 (CREDIT run 1 TERM)	3 (CREDIT run 1 TERM)	3 courses=1 term	4 de/wk (1 term)	

N=No information available to determine whether some members had <15 day/week.

① Honors Committee members rotate credit for 27 450 among the 4 of them.

② College policy to give 4 de/wk to those teaching evening classes.

③ Reduced load because of overload previous term.

④ College policy to give dept. chairmen reduced course loads as follows:
1 course = "very large" dept.
2 courses="med." dept.
3 courses="small" dept.
or 2/2 courses="med." dept.

TABLE 15

Mean Male and Female Salaries in the Psychology Department, 1970-1972*

	1/70 Salary	9/71 Salary	1/72 Salary
Men	15,208	17,068	18,053
Women	12,157	13,424	14,245
Discrepancy (Men - Women)	3,051 20%	3,644 21%	3,808 21%

*This summary is based on data presented in Table 14, Columns 1-3

It might be argued that the traditionally lower academic rank of female faculty is the actual reason for the lower mean salaries reported for women. Such an argument would be questionable for the data summarized in Table 15, however, since women in the Psychology department are represented at three of the four levels of academic rank.

Analysis of differences in the average salaries of males and females by academic rank is rather meaningless, since four of the nine men used in the male reference groups at the Assistant and Associate levels in 1970 have since been promoted. The reference groups, therefore, do not remain constant over the three year period under consideration.

A pattern of financial discrimination against female faculty in the Psychology department clearly emerges when faculty are ranked on the basis of the percentage increases in salary they have received in recent years.

Women faculty hold the two lowest positions in the rank order of salary increases presented in Table 16 (on the following page). This table also reveals that, using each faculty member's 1970 salary as a

TABLE 16

Rank Order of Per Cent Increase in Faculty Salaries in the Psychology Department, 1970-1972*

% Increase	Faculty Members
27	Professor T
26	Professors B and S
24	Professor K
23	Professors D and Q
22	Professor E
19	Professors A, G, I, L and N
18	Professors H, J and M(♀)
17	Professor P
16	Professor O(♀)
17	Professor R(♀)
20	Mean for Men and Women
21	Mean for Men
17	Mean for Women

*Data taken from Table 14, Column 4

base figure, all three women received less than the average salary increase for all department members (mean faculty increase = 20%). This discrimination against women is quite obvious when the percentage increase in men's salaries is compared with the percentage increase in women's salaries. The average man's salary increased 21% from 1970-1972, whereas women's salaries averaged only a 15% increase during these same years. The average woman's salary increase was 29% less than the average male salary increase.

Members of the Psychology department were informed last fall that the most recent salary increase (January, 1972) was intended to correct for discrepancies among salaries within the department. It is interesting to note that five of the eight faculty receiving above average salary increases (i.e. above the mean per cent increase in salary over last fall's salary for all Psychology faculty) were

Full Professors and, therefore, already receiving the highest salaries in the department (see Table 17 below). In other words, this latest salary increase only expanded previously existing discrepancies in salary.

TABLE 17

Rank Order of Per Cent Increase in Faculty Salaries in the Psychology Department, September, 1971 - January, 1972*

% Increase	Faculty Members
8.8	Professor D
7.9	Professor T
6.9	Professors G and L
6.6	Professors A, K and Q
6.5	Professor P
6.4	Professor R(♂)
6.3	Professor M(♀)
5.9	Professors J and N
5.7	Professors B, E, I and S
5.5	Professor O(♀)
5.2	Professor H
6.4	Mean for Men and Women
6.4	Mean for Men
6.1	Mean for Women

*Data taken from Table 14, Column 5

Women's per cent increase in salaries followed the same pattern as the rest of the department. Table 17 shows that the salaries of women were <u>not</u> upgraded in the recent salary increase, as might be expected after consideration of the inequities in past salary increases.

The mean per cant increase in salary for women in this latest salary increase (6.1%) was 5% less than the mean per cent increase in salary for men (6.4%), and is firm evidence of continued financial discrimination against women in the Psychology department.

If each faculty member's total salary for the three year period under investigation is divided by his total teaching load for the same period of time, it is possible to state the average amount of money the faculty member is paid for each course he teaches (i.e. his average pay per course). Table 18 presents a three year summary of this data for the Psychology department.

TABLE 18

"Average Pay Per Course"[1] in the Psychology Department, 1969-1972*

Rank	Faculty Members	APPC[1] For Men	APPC[1] For Women	APPC[1] Per Rank
Full Professor	Professor D	3376		
	Professor E	2655		
	Professor G	2412		
	Professor J	2577		
	Professor K	2244		3184
	Professor L	6431		
	Professor Q	2596		
Associate Professor	Professor A	1731		
	Professor B	1634		
	Professor C	2323		
	Professor M		2038	2067
	Professor N	2769		
	Professor S	2064		
	Professor T	1880		
Assistant Professor	Professor H	1561		
	Professor I	1849		
	Professor O		1606	1649
	Professor P	1537		
Instructor	Professor F	1490		
	Professor R		1058	1490

[1] "Average Pay Per Course" = $\frac{\Sigma \text{ salary paid faculty member (F,1969-S,1972)}}{\Sigma \text{ courses taught (F,1969-S,1972)}}$

*These statistics are computed from data presented in Table 14, Columns 1-3 and 16-21

The discrepancy between members who have the greatest teaching loads and those who are paid the highest salaries is revealed in Table 18. The average male faculty member is paid $2419 for each course he teaches, whereas the average female member of the department is paid $1567, or 35% less than the average man for the same amount of classroom work. Even when academic rank is considered, the pattern persists. The woman in the department at the Associate Professor rank is paid $29 less per course than her male colleagues at the Associate level. In like manner, the woman Assistant Professor is paid $43 less per course than male faculty at the Assistant level. The woman Instructor's situation is most dramatic. She is paid $432 less per course than is paid the one male Instructor in the department.

Promotion

Promotion clearly has been slow for the female faculty member with the longest tenure in the Psychology department. It took her 9 years to be promoted from Assistant to Associate Professor, or 4.6 years longer than the average male faculty member receiving the same promotion (see Table 19 on the next page). She now has been an Associate Professor for 7 years. The average male Associate Professor, on the other hand, has been promoted to Full Professor after only 2.6 years.

The other two women are the only Psychology faculty to have never received promotions (see Table 14, Column 12). The average male faculty member, regardless of entering rank, has been promoted after 3.4 years in the department.

TABLE 19

Summary of the Number of Years Psychology Faculty Have Held Various Academic Ranks*

	Number of Years at This Academic Rank		
	Instructor (N=5)	Assistant (N=5)	Associate (N=4)
Mean for Men	3	4.4	2.6
♀ Associate	-	9	7
♀ Assistant	-	4	-
♀ Instructor	3	-	-

*This summary is based on data presented in Table 14, Columns 9-12

Working Conditions

Within the Psychology department, the average number of courses taught per faculty member for the last six academic terms is 22, i.e. teaching a normal course load (4 courses) four terms and a reduced load (3 courses) the remaining terms (see Table 14, Column 22). The three women faculty, however, have all taught a full course load each term (Fall, 1969 - Spring, 1972). In fact none of them has ever had a reduced teaching load. One woman faculty member actually taught five courses one term without ever being reimbursed in either subsequent teaching load reduction or payment (as is customary in such cases) for this "overload".

When the same woman asked for a reduced teaching load and/or a shorter work week for the spring term, 1971, because of pregnancy (baby due in March) her request was denied. That same term, however, six male faculty were given reduced teaching loads. This teaching load reduction for men amounted to the loss of nine courses from the department's course offerings that term. Unfortunately information is not available to determine whether any male members of the

department had less than a five day work week that term.

Even though data on reduced work weeks are not available for one-third of the time period under consideration, a pattern emerges regarding the allocation of three and four day work weeks during the four academic terms for which these data are available (see Table 14, Columns 16-23). No woman teaching in the Psychology department has ever had less than a five day regular work week. Seven different male faculty members, however, have had a four day work week one term each during the past three years. An even more favorable work situation exists for three male faculty who have each had a three day work week for several different terms during this same time period.

Preferential treatment in the form of reduced teaching loads and shorter work weeks has been given to many of the male members of the Psychology department, many of whom hold outside work commitments. Yet, in September of 1971 when a woman faculty member asked not to be assigned evening classes because of family obligations, she was told she could not be given "preferential treatment". This is in violation of College policy that states that full-time faculty hired before the Fall of 1971 are <u>not</u> to be assigned evening classes unless they so desire.

Summary

In depth study of the Psychology department at BSC has revealed that female faculty in the department experience lower salaries, slower promotions, and less favorable working conditions than their male colleagues. Women are paid only four-fifths as much as men.

Recent salary increases for women have been 29% less than those of men in the department. Only one of the three women in Psychology has ever been promoted, and it took her more than twice as long to be promoted than it has for male faculty with the same academic rank. Men regularly get reduced teaching loads and shorter work weeks in the Psychology department. But no woman has ever been granted this sort of preferential treatment regarding working conditions - not even when requested because of extenuating circumstances (e.g. advanced pregnancy, mothering a very young child).

Awareness of these forms of discrimination against women faculty in the Psychology department demands immediate corrective action.

Conclusions

In the foregoing study we have found extensive discrimination against women faculty at BSC in matters of rank, salary, and working conditions. Although women faculty are no less qualified than men in degree achievement, they do less well in all categories. Women, particularly in recent years, have needed higher qualifications than men to be hired at BSC. Still they are hired at lower ranks than men, and, after hired, they are promoted less rapidly than men. As a result, women are underrepresented in the upper ranks and are concentrated in the lower ranks. They are also clustered in departments traditionally associated with women, while other departments rarely hire them. In salary, there is a school-wide differential of $1400 between men and women. By department, in all but 4 cases, mean and median salaries are lower for women than for men. The same holds true when mean and median salaries of men and women are compared by degree status, tenure status, and position in upper and lower ranks. Salaries for women department chairmen are also substantially lower than those for men. And despite these discrepancies, men continue to receive higher percentage increases in their salaries than do women. Finally, such options as part-time teaching fall to men and not to women, while the in-depth study of the Psychology department shows that in all matters of schedules and course loads, men receive preferential treatment.

The injustices in these matters alone are appalling. And yet systematic discrimination against women at BSC in these obvious matters is probably only a small part of a pervasive discrimination in many more subtle ways. The full eradication of discriminatory attitudes and practices towards women will not be achieved overnight. Yet only specific action to correct discriminatory practices when they are clearly proven

and can be labeled as such will begin to make up for past injustices and prevent future ones. Therefore, to hasten the removal of those inequities which are clearly illegal, the ad hoc Committee on the Status of Women Faculty at BSC has drawn up the following proposals:

1. An affirmative action plan must be undertaken to correct present inequities in salaries and ranks and to prevent further discriminatory practices in these matters.[1] Retroactive salary adjustments should be made.

2. Active recruitment of women, including minority women, for all faculty levels must be initiated. (If individual departments claim difficulty in finding qualified women, the ad hoc Committee will be glad to provide names of qualified candidates.) The next opening in those departments which presently have no women faculty should be filled by a woman. Those departments which have no women at upper ranks should hire women at those ranks if no women within the department are qualified for promotion.

3. All women who are presently eligible for promotion to upper ranks should be promoted immediately.

4. Extra teaching opportunities such as continuing studies or summer session courses should be made equally as available to women as to men.

5. Reduced course loads and preferred schedules should be distributed equitably.

The successful recruitment and retention of women faculty will require more than just equal rank, salary and schedule offerings, however.

6. Part-time teaching positions at both upper and lower ranks at proportionate salaries according to rank and experience should be made available to women as well as to men. Such part-time faculty should be eligible for raises, promotion and tenure according to the same regulations which govern full-time faculty. Serious consideration should be given to hiring people for shared appointments (husband and wife, 2 women, etc.) to one full-time position.

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[1] Publications of the U.S. Department of Labor spell out the definition of a "Plan of Affirmative Action": it must be a written analysis of problems and specifications for goals and timetable for correcting them. Exact details are available from the Office of Federal Contract Compliance of the U.S. Department of Labor.

7. Accrued sick leave should be applied to maternity leave, while automatic one-semester parental leaves of absence should be available to both men and women on request, without prejudice to their position on return.

8. Day care facilities must be provided.

Finally, in order to insure an end to discriminatory practices, all data on recruitment, retention, promotion and salaries, as well as plans for affirmative action should be made public.

These proposals are in keeping with the spirit of the resolution on women's rights passed at the 1970 National Convention of the American Federation of Teachers, the official collective bargaining agent of the BSC faculty. The Resolution is reprinted below:

WHEREAS, the teaching profession has been one traditionally open to women and there have been more women than men in certain areas in the public schools, and

WHEREAS, the inferior social status of women has played its role in keeping down salaries, and

WHEREAS, women who are equally qualified are discriminated against in considering appointments and promotions to positions of leadership and responsibility, particularly in secondary and higher education, and

WHEREAS, the American Federation of Teachers supports equal rights and opportunities for all teachers, regardless of sex, race, creed, or marital status; therefore, be it

RESOLVED, that there be no loss of rights for teachers on maternity leave, that the length of leave be established between the teacher and her physician, that there be provision for continual educational training of women teachers on leave, that there be day care centers so that women teachers may continue in their profession (such as those provided for in the section in the current New York UFT contract which authorized the establishment of 50 day care centers for members' children as well as for the children of community residents, especially in ghetto areas); and be it further

RESOLVED, that discriminatory classroom material be eliminated, that lesson plans on the history of the women's rights movement and suffrage be provided; and be it further

RESOLVED, that the AFT pledge its efforts in behalf of equal rights for women and an end to any discriminatory practices that exist; and be it further

RESOLVED, that it urge all locals who become the bargaining agents for their school districts to include such an equal opportunity clause in their contracts.

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